S
372.43
P11m
1986

PLEASE RETURN

montana criteria for excellence in reading program

reading improvement

Office of Public Instruction
Georgia Ruth Rice, Superintendent
State Capitol
Helena, MT 59601

STATE DOCUMENTS COLLECTION
OCT 2 1 1988
MONTANA STATE LIBRARY
930 E Lyndale Ave.
Helena, Montana 59601

MONTANA CRITERIA FOR EXCELLENCE IN READING PROGRAMS

Table of Contents

A. Introduction
B. Notes to Users
C. A Program Evaluation Model
D. Components of the Reading Program

- I. Administrative Component
- II. Resources Component
  - a. Personnel
  - b. Materials
  - c. Community
- III. Instructional Component
  - a. Individual Teacher Instructional Practices
    1. Elementary
    2. Secondary
- IV. Evaluation Component

E. Appendix

- I. Sample Worksheets
- II. Sample Summary Sheets

MONTANA STATE LIBRARY
S 372.43 P11m c.1
Montana criteria for excellence in readi
3 0864 00035408 7

READING IMPROVEMENT PROGRAM

Office of Public Instruction
Georgia Ruth Rice, Superintendent
Helena, MT 59601

INTRODUCTION

The Montana Reading Improvement Program sponsored by the Office of Public Instruction has as its major goal the improvement of reading instruction throughout the state at all levels, elementary through adult. The Montana Reading Improvement effort is a part of the National Reading Improvement Program enacted by Public Law 93-380 as amended by P.L. 94-194.

A major part of the Montana Reading Improvement effort is the development of the *Montana Criteria for Excellence in Reading Programs.* These criteria are meant to be broad guidelines which schools and/or districts can use to examine their reading programs. It is hoped that many of Montana's schools will utilize the criteria as a needs assessment. Once the *Criteria for Excellence in Reading Programs* have been reviewed at the local school level, a definite plan of action can be developed by comparing local responses to each of the criterion statements.

The Montana criteria has four major components:

I. Administrative Component
II. Resources Component
III. Instructional Component
IV. Evaluation Component

The summary at the end of each component is provided for schools to develop an overall profile summarizing their views of the reading program. The worksheets in the Appendix enable local school representatives to work on individual criterion statements and develop action plans for their particular program.

NOTES TO USERS

The four major sections of the *Criteria for Excellence* should be used as self-evaluation instruments to assist a school staff in making sound recommendations for improving the reading program and reading instruction in a school or district.

Individual schools might use the criteria in the following ways:

1. To assist in identifying the strengths and weaknesses of their reading program.
2. To help develop short and long range plans for the improvement of the total reading program.
3. To identify areas for inservice and staff development training.
4. As a stimuli for improving reading programs.

The Office of Public Instruction expresses gratitude to the members of the Reading Improvement Advisory Council for their cooperation with the development of these criteria.

ADVISORY COUNCIL MEMBERS

1. June Atkins, Deer Lodge Public Schools, District 1
2. Jim Longin, Lewistown Public Schools, District 1
3. Dr. Duane Melling, Northern Montana College, Havre
4. Mary Moore, Public Libraries, Glasgow
5. June Tatsey, Browning Public Schools, District 9
6. Rita Brownlee, Reading Consultant, Office of Public Instruction

The Advisory Council does not recommend that everyone in a district complete every section. For example, the Administrative Component was designed to be used by administrators to determine the priorities and progress of the reading program as viewed from his/her viewpoint. However, administrators should not be the only ones to deal with the first section. A sample of individuals from the district should also complete this section. The summary sheets can be tabulated, compared and work begun in the areas indicated.

Depending on the purpose and needs of each school or district using the Criteria, one section may be used and worked on for as long as a year or as short as a month.

Some schools may wish to divide the staff into committees dealing with a specific section. It is recommended that committees completing a section (a) elect a chairperson, (b) discuss items in their assigned section and respond to them according to group consensus (When there is disagreement on the meaning of an item, this item can be asterisked and footnoted to explain the interpretation assumed by the group.), and (c) have the chairperson report the results to the rest of the staff.

Directions for use of PRIORITY and PROGRESS scales for each of the components of the *Criteria for Excellence in Reading Programs:*

Please circle the appropriate number in the columns as follows:

The PRIORITY scale is to determine how you feel about the statement in regard to a school reading program. (K-12)

5. Critical—This is 1st priority, it must be done, it is long overdue.
4. Important—This is all of the above, but not 1st priority.
3. Necessary—This needs to be done, but not as pressing as 4 or 5.
2. Nice to have—This should be done, but can be temporarily postponed.
1. Disagree—This should not be part of the school process.
0. Confusing—Unclear, don't understand.

Critical	Important	Necessary	Nice	Disagree	Confusing
5	4	3	2	1	0

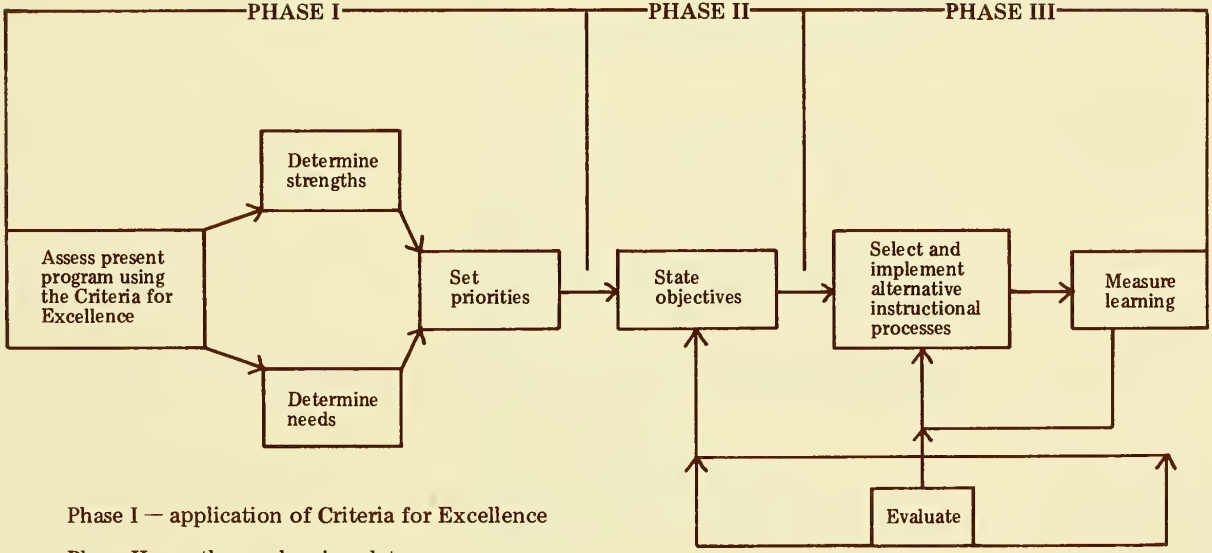
The PROGRESS scale is to determine how your school and/or district has met the Criteria.

4. Progress not initiated.
3. Progress unsatisfactory.
2. Progress good.
1. Progress excellent.

Not Initiated	Unsatisfactory	Good	Excellent
4	3	2	1

PROGRAM EVALUATION MODEL

PROCESS FOR PROGRAM EVALUATION
USING THE CRITERIA FOR EXCELLENCE



Phase I — application of Criteria for Excellence

Phase II — gather and review data

Phase III — your program

Administrative Component

"With words we govern man"—Disraeli

ADMINISTRATIVE COMPONENT

PRIORITIES								PROGRESS				
Critical 5		*Important* 4		*Necessary* 3		*Nice* 2	*Disagree* 1	*Confusing* 0	*Not-initiated* 4	*Unsatisfactory* 3	*Good* 2	*Excellent* 1
5	4	3	2	1	0	A.	The school has developed a statement of philosophy and goals for the reading program utilizing staff and community input.				4	3 2 1
5	4	3	2	1	0	B.	The philosophy and goals of the reading program have been translated into instructional objectives.				4	3 2 1
5	4	3	2	1	0	C.	The school board commits itself to the reading program and supports it through the allocation of necessary resources.				4	3 2 1
5	4	3	2	1	0	D.	The district superintendent, individual building principals, and/or appropriate administrators have committed themselves to attaining the goals of the comprehensive reading program.				4	3 2 1
5	4	3	2	1	0	E.	The coordination and implementation of the reading program have been identified as priorities and responsibility has been assigned.				4	3 2 1
5	4	3	2	1	0	F.	A curriculum committee is operating to assist in coordination of the reading program, K-12.				4	3 2 1
5	4	3	2	1	0	G.	The principal of each school facilitates coordination and communication of the total reading program.				4	3 2 1
5	4	3	2	1	0	H.	All professional staff can and do describe and explain the reading program to the community.				4	3 2 1

ADMINISTRATIVE COMPONENT

PRIORITIES								PROGRESS			
Critical 5		*Important* 4		*Necessary* 3	*Nice* 2	*Disagree* 1	*Confusing* 0	*Not-initiated* 4	*Unsatisfactory* 3	*Good* 2	*Excellent* 1
5	4	3	2	1	0	I.	All teachers in the school accept the responsibility of helping students read successfully in each area of instruction.		4	3	2	1
5	4	3	2	1	0	J.	A plan exists for continually evaluating the reading progress of each student and of the program.		4	3	2	1
5	4	3	2	1	0	K.	Based upon this continuous evaluation of student and program progress, a plan for appropriate instruction has been developed.		4	3	2	1
5	4	3	2	1	0	L.	Appropriate alternative methods and materials are available to meet varying learning styles.		4	3	2	1
5	4	3	2	1	0	M.	There is an on-going inservice program for all professional and para-professional staff.		4	3	2	1

SUMMARY SHEET FOR ADMINISTRATIVE COMPONENT

Transfer your responses from the administrative component progress scale for a profile.

		PROGRESS			
		Not-initiated	*Unsatisfactory*	*Good*	*Excellent*
A.	Statement of philosophy and goals	4	3	2	1
B.	Instructional objectives	4	3	2	1
C.	Allocation of resources	4	3	2	1
D.	Commitment of administration	4	3	2	1
E.	Responsibility assigned	4	3	2	1
F.	Curriculum committee	4	3	2	1
G.	Responsibility of principal	4	3	2	1
H.	Reading program explained to community	4	3	2	1
I.	Responsibility of teacher	4	3	2	1
J.	Plan for continual evaluation	4	3	2	1
K.	Instructional plan	4	3	2	1
L.	Alternative methods/materials available	4	3	2	1
M.	On-going inservice program	4	3	2	1

Resources Component

He that loves reading has everything within his reach.—Goodwin

A. PERSONNEL

PRIORITIES								PROGRESS			
Critical 5		*Important* 4		*Necessary* 3	*Nice* 2	*Disagree* 1	*Confusing* 0	*Not-initiated* 4	*Unsatisfactory* 3	*Good* 2	*Excellent* 1
5	4	3	2	1	0	A.	A qualified individual has been given the responsibility and authority for the development and implementation of a quality reading program.	4	3	2	1
5	4	3	2	1	0	B.	Administrative personnel are knowledgeable about the teaching of reading.	4	3	2	1
5	4	3	2	1	0	C.	Qualifed professional staff is provided for the implementation of the reading program.	4	3	2	1
5	4	3	2	1	0	D.	Specialists, such as librarian, resource teacher, counselor, nurse, psychologist and speech therapist are available and used as needed in order to accommodate an effective reading program.	4	3	2	1
5	4	3	2	1	0	E.	A qualified individual is available to provide library-media services.	4	3	2	1
5	4	3	2	1	0	F.	Any para-professional provided for the reading program is adequately trained.	4	3	2	1
5	4	3	2	1	0	G.	Continual development of competencies in reading instruction is provided for through such things as: teacher observation and visitation; self-study and/or self-evaluation; utilization of consultants; extension courses; workshops; etc.	4	3	2	1

B. MATERIALS

PRIORITIES								PROGRESS			
Critical 5		*Important* 4		*Necessary* 3	*Nice* 2	*Disagree* 1	*Confusing* 0	*Not-initiated* 4	*Unsatisfactory* 3	*Good* 2	*Excellent* 1
5	4	3	2	1	0	A.	Basic reading instructional materials are available which provide for various ability levels, interests, and learning styles.	4	3	2	1
5	4	3	2	1	0	B.	Alternative instructional materials (i.e. kits, games, audio-visual, television, supplementary texts) are available which provide for various ability levels, interests and learning styles.	4	3	2	1
5	4	3	2	1	0	C.	Additional materials (i.e. trade books, magazines, newspapers, etc.) are available which provide for various ability levels, interests and learning styles.	4	3	2	1
5	4	3	2	1	0	D.	The resources of the public library and community are utilized in the reading program.	4	3	2	1
5	4	3	2	1	0	E.	Various assessment materials are available as an integral part of the reading program.	4	3	2	1
5	4	3	2	1	0	F.	The school continually reviews and upgrades instructional materials and library media resources (hardware and software.)	4	3	2	1
5	4	3	2	1	0	G.	The reading materials have been inventoried and arranged so that they are readily accessible to learners and staff.	4	3	2	1
5	4	3	2	1	0	H.	Professional materials, including major journals, texts, and other media on the teaching of reading, are available to the teaching staff.	4	3	2	1
5	4	3	2	1	0	I.	All services and resources of the school library-media center are available to students and professional staff on a regular basis.	4	3	2	1

C. COMMUNITY

PRIORITIES							PROGRESS				
Critical 5		*Important* 4		*Necessary* 3	*Nice* 2	*Disagree* 1	*Confusing* 0	*Not-initiated* 4	*Unsatisfactory* 3	*Good* 2	*Excellent* 1
5	4	3	2	1	0	A.	Continuous communication takes place between the school and community concerning the reading program.			4 3 2 1	
5	4	3	2	1	0	B.	Reading program information is disseminated periodically through varied channels; i.e., school bulletins, news media, presentations, flyers, brochures, and a parent education program.			4 3 2 1	
5	4	3	2	1	0	C.	Individuals and groups in the community demonstrate support for the reading program by such means as attending school functions, volunteering services or communicating with the staff regarding reading activities.			4 3 2 1	
5	4	3	2	1	0	D.	There is communication between personnel involved in kindergarten and pre-kindergarten programs in the community and regular school personnel in order to promote continuity in learning.			4 3 2 1	
5	4	3	2	1	0	E.	There is communication between the school staff and those working with adult literacy for the purpose of providing continuity in meeting the adult learner's reading needs.			4 3 2 1	
5	4	3	2	1	0	F.	The school provides opportunities and encourages community observation of the reading program.			4 3 2 1	
5	4	3	2	1	0	G.	The community provides financial support for upgrading the reading-library resources of the school and community.			4 3 2 1	

SUMMARY SHEET FOR RESOURCES COMPONENT

Transfer your responses from the resources component progress scale for a profile.

A. PERSONNEL

		PROGRESS			
		Not-initiated	*Unsatisfactory*	*Good*	*Excellent*
A.	Individual assigned responsibility and authority for reading program	4	3	2	1
B.	Administration knowledgeable about teaching	4	3	2	1
C.	Qualified staff provided	4	3	2	1
D.	Specialists available	4	3	2	1
E.	Qualified librarian	4	3	2	1
F.	Para-professionals are trained	4	3	2	1
G.	Continual development of competencies	4	3	2	1

B. MATERIALS

A.	Basic multi-level materials available	4	3	2	1
B.	Alternative instructional materials available	4	3	2	1
C.	Recreational materials available	4	3	2	1
D.	Community resources utilized	4	3	2	1
E.	Assessment materials available	4	3	2	1
F.	Continuous review and upgrading of instructional materials	4	3	2	1

		PROGRESS			
		Not-initiated	*Unsatisfactory*	*Good*	*Excellent*
G.	Reading materials inventoried and accessible	4	3	2	1
H.	Professional material on reading available to staff	4	3	2	1
I.	Services and resources of library-media center are available on regular basis	4	3	2	1
	C. COMMUNITY				
A.	Continuous communication between school and community	4	3	2	1
B.	Reading program information is disseminated periodically	4	3	2	1
C.	Support for the reading program	4	3	2	1
D.	Community kindergarten and pre-kindergarten	4	3	2	1
E.	Community adult programs are familiar to high school staff	4	3	2	1
F.	School encourages community to be involved in the reading program	4	3	2	1
G.	Community provides financial support	4	3	2	1

Instructional Component

People say that life is the thing, but I prefer reading.—L.P. Smith

INSTRUCTIONAL COMPONENT

PRIORITIES								PROGRESS			
Critical 5		*Important* 4		*Necessary* 3	*Nice* 2	*Disagree* 1	*Confusing* 0	*Not-initiated* 4	*Unsatisfactory* 3	*Good* 2	*Excellent* 1
5 4	3	2	1	0	A.	All administrative personnel are involved with implementing the district philosophy and goals of the reading program.			4	3	2 1
5 4	3	2	1	0	B.	All administrative personnel are aware of the instructional practices in reading of all classrooms.			4	3	2 1
5 4	3	2	1	0	C.	All administrative personnel allocate adequate resources for the implementation of the reading program.			4	3	2 1
5 4	3	2	1	0	D.	The administrative personnel ensure that the reading program is coordinated K-12.			4	3	2 1
5 4	3	2	1	0	E.	Administrative personnel provide for an on-going program to help teachers become knowledgeable of the district reading program.			4	3	2 1
5 4	3	2	1	0	F.	Administrative personnel help teachers remain current in contemporary reading developments.			4	3	2 1
5 4	3	2	1	0	G.	Administrative personnel ensure that an on-going evaluation exists for program effectiveness and instructional practices.			4	3	2 1
5 4	3	2	1	0	H.	Administrative personnel promote inter-staff sharing of instructional strengths.			4	3	2 1

INSTRUCTIONAL COMPONENT

PRIORITIES								PROGRESS			
Critical 5		*Important* 4		*Necessary* 3		*Nice* 2	*Disagree* 1	*Confusing* 0	*Not-initiated* 4	*Unsatisfactory* 3	*Good* 2	*Excellent* 1
5	4	3	2	1	0	I.	All instructional personnel know how to use the instructional materials and equipment available to them.			4 3	2	1
5	4	3	2	1	0	J.	All teachers provide instruction in reading and study techniques in all subject areas K-12.			4 3	2	1
5	4	3	2	1	0	K.	The instructional personnel utilizes the services of the school and/or public library as an integral part of each learner's reading program.			4 3	2	1
5	4	3	2	1	0	L.	The instructional personnel use a variety of instructional techiques to teach reading.			4 3	2	1
5	4	3	2	1	0	M.	The instructional personnel learn according to their varying levels of skill attainment and interest.			4 3	2	1
5	4	3	2	1	.0	N.	Instructional personnel continually assess learner progress and regroup students according to ability and interest.			4 3	2	1
5	4	3	2	1	0	O.	Instructional personnel use reading materials that are appropriate to the developmental level of each learner.			4 3	2	1
5	4	3	2	1	0	P.	Instructional personnel provide instruction that is appropriate for each learner's needs, as indicated by assessment instruments.			4 3	2	1

INSTRUCTIONAL COMPONENT FOR ELEMENTARY TEACHERS (1-6)

PRIORITIES								PROGRESS			
Critical 5		*Important* 4		*Necessary* 3		*Nice* 2	*Disagree* 1	*Confusing* 0	*Not-initiated* 4	*Unsatisfactory* 3	*Good* 2	*Excellent* 1
5	4	3	2	1	0	A.	In my classroom, I provide instruction for word recognition (i.e. phonic analysis, structural analysis, contextrual analysis, linguistic analysis, etc.) in all subject areas. I do this by: (please be specific)			4 3	2	1
5	4	3	2	1	0	B.	In my classroom, I provide instruction for comprehension (i.e. literal, inferential, interpretive) in all subject areas. I do this by: (please be specific)			4 3	2	1
5	4	3	2	1	0	C.	In my classroom, I provide instruction to develop critical thinking (i.e. predicting outcomes, drawing conclusions, distinguishing fact from fiction, etc.) in all subject areas. I do this by: (please be specific)			4 3	2	1
5	4	3	2	1	0	D.	In my classroom, I provide instruction for development of reference skills (i.e. use of library, use of reference materials, general and specialized, etc.) I do this by: (please be specific)			4 3	2	1

INSTRUCTIONAL COMPONENT FOR ELEMENTARY TEACHERS (1-6)

PRIORITIES								PROGRESS			
Critical 5		*Important* 4		*Necessary* 3	*Nice* 2	*Disagree* 1	*Confusing* 0	*Not-initiated* 4	*Unsatisfactory* 3	*Good* 2	*Excellent* 1
5	4	3	2	1	0	E.	In my classroom, I provide instruction for general and specialized vocabulary development in all subject areas. I do this by: (please be specific)			4 3	2 1
5	4	3	2	1	0	F.	In my classroom, I provide instruction for study skills (i.e. instruction in specific techniques /SQ3R/ skimming, outlining, etc.) in all subject areas. I do this by: (please be specific)			4 3	2 1
5	4	3	2	1	0	G.	In my classroom, I provide instruction which will build background for the material being covered. I do this by: (please be specific)			4 3	2 1
5	4	3	2	1	0	H.	In my classroom, I provide instruction which develops the ability to adjust rate of reading for specific purposes. I do this by: (please be specific)			4 3	2 1

INSTRUCTIONAL COMPONENT FOR ELEMENTARY TEACHERS (1-6)

PRIORITIES								PROGRESS			
Critical 5		*Important* 4		*Necessary* 3		*Nice* 2	*Disagree* 1	*Confusing* 0	*Not-initiated* 4	*Unsatisfactory* 3	*Good* 2	*Excellent* 1
5	4	3	2	1	0	I.	In my classroom, I provide reading materials and activities that motivate learners to want to learn. I do this by: (please be specific)				4 3 2 1	
5	4	3	2	1	0	J.	In my classroom, I provide a learning climate which is conducive to pleasurable learning. I do this by: (please be specific)				4 3 2 1	
5	4	3	2	1	0	K.	In my classroom, I expose students to various literary forms (i.e. novel, short stories, poetry, etc.). I do this by: (please be specific)				4 3 2 1	
5	4	3	2	1	0	L.	In my classroom, I provide instruction which will develop the necessary skills for success in the reading program. I do this by: (please be specific)				4 3 2 1	

INSTRUCTIONAL COMPONENT FOR ELEMENTARY TEACHERS (1-6)

PRIORITIES								PROGRESS				
Critical		*Important*		*Necessary*	*Nice*	*Disagree*	*Confusing*	*Not-initiated*	*Unsatisfactory*	*Good*		*Excellent*
5		*4*		*3*	*2*	*1*	*0*	*4*	*3*	*2*		*1*
5	4	3	2	1	0	M.	In my classroom, I provide numerous opportunities for children to respond to what they read (i.e. creative writing, dramatic productions, discussions, etc.). I do this by: (please be specific)			4	3	2	1
5	4	3	2	1	0	N.	In my classroom, free-choice reading time is provided during every school day for each child. I do this by: (please be specific)			4	3	2	1
5	4	3	2	1	0	O.	In my classroom, I read daily to children to expose them to good literature and provide a model of reading. I do this by: (please be specific)			4	3	2	1
5	4	3	2	1	0	P.	In my classroom, flexible grouping is provided to meet the various needs, abilities, and interests of children. I do this by: (please be specific)			4	3	2	1

INSTRUCTIONAL COMPONENT FOR ELEMENTARY TEACHERS (1-6)

PRIORITIES								PROGRESS			
Critical 5		*Important* 4		*Necessary* 3	*Nice* 2	*Disagree* 1	*Confusing* 0	*Not-initiated* 4	*Unsatisfactory* 3	*Good* 2	*Excellent* 1
5	4	3	2	1	0	Q.	In my classroom, diagnostic teaching is continuous and is used as a basis for planning reading activities. I do this by: (please be specific)			4 3	2 1
5	4	3	2	1	0	R.	In my classroom, I provide appropriate instructional activities for the development of appropriate discrimination skills (i.e. visual, auditory, perceptual, tactile, etc.). I do this by: (please be specific)			4 3	2 1
5	4	3	2	1	0	S.	In my classroom, I provide opportunities for use of reading skills in all subject areas. I do this by: (please be specific)			4 3	2 1
5	4	3	2	1	0	T.	In my classroom, I provide myself as a model of good reading habits. I do this by: (please be specific)			4 3	2 1

SUMMARY SHEET FOR INSTRUCTIONAL COMPONENT FOR ELEMENTARY TEACHERS (1-6)

Transfer your responses from the elementary instructional component progress scale for a profile.

		PROGRESS			
		Not-initiated	*Unsatisfactory*	*Good*	*Excellent*
A.	Instruction is provided in word recognition.	4	3	2	1
B.	Instruction is provided for comprehension.	4	3	2	1
C.	Instruction is provided for development of critical thinking.	4	3	2	1
D.	Instruction is provided for development of reference skills.	4	3	2	1
E.	Instruction is provided for vocabulary development.	4	3	2	1
F.	Instruction is provided for development of study skills.	4	3	2	1
G.	Instruction is provided to build background.	4	3	2	1
H.	Instruction is provided to adjust rate of reading.	4	3	2	1
I.	Instruction is provided that motivates learners to learn.	4	3	2	1
J.	A learning climate for pleasurable learning is provided.	4	3	2	1
K.	Students are exposed to various literacy forms.	4	3	2	1
L.	Instruction is provided to ensure success in reading program.	4	3	2	1
M.	Instruction is provided which allows students to respond to what they read.	4	3	2	1
N.	Recreational reading time is provided every day.	4	3	2	1
O.	Children are read to orally.	4	3	2	1
P.	Flexible grouping is provided.	4	3	2	1
Q.	Diagnostic teaching is continuous.	4	3	2	1
R.	Instruction is provided in use of discrimination skills.	4	3	2	1
S.	Reading skills are used in all subjects.	4	3	2	1
T.	Provide model of good reading habits.	4	3	2	1

INSTRUCTIONAL COMPONENT FOR SECONDARY TEACHERS (7-12)

PRIORITIES								PROGRESS			
Critical 5		*Important* 4		*Necessary* 3		*Nice* 2	*Disagree* 1	*Confusing* 0	*Not-initiated* 4	*Unsatisfactory* 3	*Good* 2	*Excellent* 1
5	4	3	2	1	0	A.	In my classes, the readability level of the materials, including text(s) is appropriate for the reading abilities of the students in each class. I determine this by:				4 3 2 1	
5	4	3	2	1	0	B.	In my classes, I am aware of the reading and thinking limitations, levels and characteristics of each student. I become aware of this by:				4 3 2 1	
5	4	3	2	1	0	C.	In my classes, I am aware of the special and most useful reading skills related to my subject. These are:				4 3 2 1	
5	4	3	2	1	0	D.	In my classes, I can use strategies designed to help a student who has difficulty in recognizing words in the text(s) and materials. These strategies are:				4 3 2 1	

INSTRUCTIONAL COMPONENT FOR SECONDARY TEACHERS (7-12)

PRIORITIES								PROGRESS				
Critical 5		*Important* 4		*Necessary* 3	*Nice* 2	*Disagree* 1	*Confusing* 0	*Not-initiated* 4	*Unsatisfactory* 3	*Good* 2		*Excellent* 1
5	4	3	2	1	0	E.	In my classes, I have explained the use of the index, glossary, and table of contents in the text.			4	3	2	1
5	4	3	2	1	0	F.	In my classes, I help students learn effective study techniques for my subject(s) area(s). (Techniques have been periodically reviewed and practiced until students study well *by habit*.) These study techniques are:			4	3	2	1
5	4	3	2	1	0	G.	In my classes, I specifically teach vocabulary words and concepts special to my field(s). I do this by:			4	3	2	1
5	4	3	2	1	0	H.	In my classes, I check student understanding of these words and concepts in preparation for diagnostic re-teaching.			4	3	2	1

INSTRUCTIONAL COMPONENT FOR SECONDARY TEACHERS (7-12)

PRIORITIES								PROGRESS				
Critical 5		*Important* 4		*Necessary* 3	*Nice* 2	*Disagree* 1	*Confusing* 0	*Not-initiated* 4	*Unsatisfactory* 3	*Good* 2		*Excellent* 1
5	4	3	2	1	0	I.	In my classes, the assignments and their purposes are explained in a clear and logical manner.			4	3	2 1
5	4	3	2	1	0	J.	In my classes, I encourage my students to do additional reading that parallels their coursework. I do this by:			4	3	2 1
5	4	3	2	1	0	K.	In my classes, I make provision for material which is compatible to the vocabulary level, background experience and interest of the students.			4	3	2 1
5	4	3	2	1	0	L.	In my classes, I group students according to their interests, learning styles, specific levels of understanding or special reading problems.			4	3	2 1
5	4	3	2	1	0	M.	In my classes, my expectations are positive and realistic so that students are provided an opportunity to succeed at meaningful challenges.			4	3	2 1

SUMMARY SHEET FOR INSTRUCTIONAL COMPONENT FOR SECONDARY TEACHERS (7-12)

Transfer your responses from the secondary instructional component progress scale for a profile.

		PROGRESS			
		Not-initiated	*Unsatisfactory*	*Good*	*Excellent*
A.	Readability of text appropriate to those using it.	4	3	2	1
B.	Aware of student reading and thinking limitations.	4	3	2	1
C.	Aware of reading skills necessary to my subject(s).	4	3	2	1
D.	Aware of strategies for word recognition.	4	3	2	1
E.	Students know use of index, glossary and table of contents.	4	3	2	1
F.	Students learn effective study techniques.	4	3	2	1
G.	Specifically taught vocabulary and concepts in my field.	4	3	2	1
H.	Use diagnostic re-teaching.	4	3	2	1
I.	Make purposeful assignments.	4	3	2	1
J.	Encourage students to do outside reading.	4	3	2	1
K.	Provide variety of materials to meet student needs.	4	3	2	1
L.	Students are grouped for varying purposes.	4	3	2	1
M.	Expectations realistic.	4	3	2	1

Evaluation Component

Reading maketh a full man.—Bacon

EVALUATION COMPONENT

PRIORITIES								PROGRESS				
Critical 5		*Important* 4		*Necessary* 3	*Nice* 2	*Disagree* 1	*Confusing* 0	*Not-initiated* 4	*Unsatisfactory* 3	*Good* 2		*Excellent* 1
5	4	3	2	1	0	A.	The school provides an evaluation component which continually monitors the progress of the pupils and the program.			4	3	2 1
5	4	3	2	1	0	B.	Evaluation of the reading program incorporates representatives of all segments of the school and community.			4	3	2 1
5	4	3	2	1	0	C.	The school utilizes the continuous record-keeping of pupil reading progress as a phase of evaluation.			4	3	2 1
5	4	3	2	1	0	D.	Evaluation of the reading program assesses the extent to which students read as an indication of the programs effectiveness.			4	3	2 1
5	4	3	2	1	0	E.	Through attitude and interest surveys and through daily observation, the teacher assesses how well the reading program is meeting each learner's needs.			4	3	2 1
5	4	3	2	1	0	F.	The school board and administration provide for systematic and periodic assessment of program effectiveness by use of the *Montana Criteria for Excellence in Reading Programs.*			4	3	2 1

EVALUATION COMPONENT

PRIORITIES								PROGRESS			
Critical 5		*Important* 4		*Necessary* 3		*Nice* 2	*Disagree* 1	*Confusing* 0	*Not-initiated* 4	*Unsatisfactory* 3	*Good* 2	*Excellent* 1
5	4	3	2	1	0	G.	Results of periodic evaluation are used for the improvement of the reading program.			4 3	2	1
5	4	3	2	1	0	H.	Teachers regularly assess their instructional techniques with regard to pupil reading progress.			4 3	2	1
5	4	3	2	1	0	I.	Evaluation incorporates the use of a wide variety of formal and informal techniques in assessing pupil reading progress.			4 3	2	1
5	4	3	2	1	0	J.	Evaluation of pupil reading progress is conducted according to the unique learning style of the individual student.			4 3	2	1
5	4	3	2	1	0	K.	Pupil reading progress is regularly communicated to parents through reports and conferences.			4 3	2	1
5	4	3	2	1	0	L.	The staff has established a plan for regular and individual conferences with learners.			4 3	2	1

SUMMARY SHEET FOR THE EVALUATION COMPONENT

Transfer your responses from the evaluation component progress scale for a profile.

		PROGRESS			
		Not-initiated	*Unsatisfactory*	*Good*	*Excellent*
A.	Evaluation component continually monitors students and program.	4	3	2	1
B.	Evaluation incorporates all segments of school and community.	4	3	2	1
C.	Continuous record keeping.	4	3	2	1
D.	Assess student achievement as part of effectiveness of the program.	4	3	2	1
E.	Reading program meeting learner needs.	4	3	2	1
F.	Use of *Montana Criteria for Excellence in Reading Programs.*	4	3	2	1
G.	Results of evaluation used to improve program.	4	3	2	1
H.	Teachers assess their instructional techniques.	4	3	2	1
I.	Evaluation uses formal and informal techniques.	4	3	2	1
J.	Evaluation considers learning style of each student.	4	3	2	1
K.	Student progress is reported to parents.	4	3	2	1
L.	Regular individual conferences with learners.	4	3	2	1

SAMPLE WORKSHEET

FOR: Criteria of Excellence in Reading

Component No. _____

Criterion No. _____

_____

Activities in progress that provide tangible evidence	Possible and/or proposed activities	Comments

SUMMARY SHEET B

In the light of the evaluation of our program, we identify the following strengths:

SUMMARY SHEET C

Our program evaluation indicates that areas which need improvement are as follows:

SUMMARY SHEET D

Our priorities for 198__ - 198__ are as follows.

3

Printed by
COLOR WORLD OF MONTANA, INC
201 E. Mendenhall, Bozeman, MT 59715